

The

Mad Hatter

A Douglas College Newsletter

OCTOBER 27, 1987

EVENT: The Douglas College Review

Event: The Douglas College Review has published a special issue devoted to the poetry, reviews, and short stories of British Columbia writers. The issue presents work by over thirty of BC's best writers, both established and new voices.

Event's reputation for excellence has always been built on this unique juxtaposition of writing by the well-known and the unpublished, but concentrating entirely on B.C. writing is unusual. The literary journal normally publishes writers from across Canada and international writers, often focussing on specific themes.

Dale Zieroth, Event editor and Douglas College writing instructor, says in his introduction to the volume, "The poems and stories and reviews in this issue may or may not bespeak their place of origin, but all are pictures from a home that the writers have found or made to exist in B.C."

Though the magazine's entries might not necessarily refer directly to this home, Zieroth feels that the landscape of the province has had an effect on the sensibilities of B.C. writers. "The dreamy light of the desert and the dreamier, elemental light of the coastal winter, do conspire to isolate us far deeper in ourselves than we first imagine."

He speaks of the sense of place contained in all the writings and concludes, "Perhaps home is where the words we speak match the inner to the outer worlds."

The all British Columbia issue,

Volume 16/Number 2 is currently available in Lower Mainland bookstores. Event is published three times yearly and two-year subscriptions for \$17.00 may be obtained by writing to: Event, Douglas College, P.O. Box 2503, New Westminster, B.C., V3L 5B2 or by calling 520-5400, local 3311.

The next issue of Event will be available in December.

VOCAL DUO TO PERFORM

A free midday concert to be held at Douglas College, November 5 will appeal to fans of the vocal repertoire. The performance, one of the Noon at New West series of concerts, will feature selections for male voice.

An interesting and varied program is planned, from oratorio to spirituals, including music from Broadway shows and an operatic duet by Verde. Bass-baritone Temple Sinclair and tenor Arthur Weibe will present a performance of serious and lighter solos and duets, with piano accompaniment by Henry Waack, Douglas College music instructor and Noon at New West co-ordinator.

The concert will begin at 12:30 p.m. in the Performing Arts Theatre at the College's New Westminster campus, one block from the Skytrain terminus. There is no charge for the concert, and the public is invited to attend.

For more information on this concert, or to find out more about events in the Noon at New West series, please call Douglas College at 520-5488.

IN THE HAT

Employment Action Project
Women's Volleyball
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Upcoming Events
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President's Report
Censorship-B.C. Library Ass.
Professional Dev. Consultant Posting
Contract Faculty Needed
Staff Meetings: The Animals Within
The Teaching Professor
Innovation Abstracts

EMPLOYMENT ACTION PROJECT

Local non-profit organizations are going into business and they want to make it work.

People served by non-profit agencies — especially unemployed women, single parents, the handicapped and youth — may benefit from this trend says Coro Strandberg. She is one three co-instructors of a two-day workshop at Douglas College called Business Activities for Non-Profit Organizations.

There are various reasons for non-profit groups to go into business, Strandberg says. "One of the main reasons is to create jobs for the unemployed. Another is to generate revenue year-round — agencies are keen to become less dependent on government grants and annual appeals (for donations)."

Some businesses that have been set up by non-profit groups in the Lower Mainland include a bicycle repair shop, a muffin bakery and coffee shop, and a catering business. On Columbia Street in New Westminster, the Burnaby Purpose Youth Society has set up two business ventures: a bingo operation, and Crayons Restaurant. As with any business venture, Strandberg says, there are risks involved. "The Board of Directors may be liable if the business fails."

Besides the direct financial risk, she says, "non-profit agencies must also be prepared for the drain on resources and decide how much time and effort can be devoted to the business.

She adds that agencies must remember that the goal is usually "to provide reasonable wages and secure jobs rather than rely on more volunteers."

According to Strandberg, non-profit groups going into business may face other challenges.

"The success of a project is often

dependent on the vision of one person or a few really committed people." The challenge for the organization, she says is to transfer that enthusiasm so that more people become directly involved.

Part of Douglas College's Employment Action Project, Business Activities for Non-Profit Organizations also covers topics such as business feasibility, financing, and legal structures. It will be held at Douglas College on November 27th, from 7:00 - 10:00 p.m. and Saturday, November 28th from 9:00 a.m. - 4:00 p.m. Fee: \$50.00 per agency. For more information call 520-5473.

WOMEN'S VOLLEYBALL LOOKS HOPEFUL

The new look Douglas College Women's Volleyball team may be a major contender in the B.C. Collegiate Athletic Association league this year, says Coach Dave Dalconale. With only one returning player from the past season, the new blend of youth and experience has shown a growing camaraderie, willingness to learn and hard work.

Dalconale says he expects the team to end up in the top two in the league championships in March.

In the first match of the season, the Royals lost in a close five games to Columbia Bible College 4-15, 15-10, 15-8, 7-15, 15-12, but they showed promise right from the start.

On October 11 they faced SAIT and lost again 3-2 with close game scores of 15-12, 15-11, 11-15, 10-15, 9-15. The team started to gel as a unit and the coach could see the rough edges were being

sheared down. The same day they overpowered Everett Community College 3-0 with game scores running 15-11, 15-4, 16-14.

The B.C.C.A.A. league opener will be in Castlegar on October 24 with the Royals up against Selkirk College. The next in-town league game is Nov. 21 in Langley. Watch for details!

NEW APPOINTMENTS



SUSAN McCASLIN

Susan McCaslin joins us in a full-time, permanent capacity after serving in a two-year temporary position as instructor of English and composition at Douglas College. She did her undergraduate work at the University of Washington, and obtained a Masters in English at S.F.U., and a doctorate at U.B.C. in 1984. Her specialty is Romantic and modern British poetry, and she is herself a published poet in West Coast Review, the Malahat, Believing Arts and the White Wall Review. Her varied teaching experience as T.A. and sessional instructor at various institutions in the Lower Mainland has developed in her a keen enthusiasm for teaching at the college level. Susan is currently living in Port Moody with her husband and 4-month-old daughter.



LYNN POWER

Lynn Power took up her position as Secretary to the Dean of Academics and the Dean of Applied Programs in late July. Before joining Douglas College she spent 11 years with the government of Prince Edward Island as an Administrative Assistant in the Department of Health & Social Services. Lynn has held a number of secretarial/administrative positions in government and in private industry, in eastern Canada and in the U.K. Lynn moved to British Columbia in 1986 and is now a resident of North Delta.



SUSAN WASSERMAN

Susan's first teaching experience was as a sessional lecturer for two years at U.B.C., where she obtained a B.A. and M.A. in English. From 1981 to the present she continued to teach at U.B.C. on a part-time basis while working intermittently at Kwantlen College and here at Douglas College, teaching a variety of literature and composition courses.

Susan has also started auditioning for T.V., beginning with the T.V. staple - the commercial. She says that after surviving several auditions, she has so far only a brief appearance for Gatorade to her credit.

When not at the College or going to auditions, Susan spends time with her four-year-old daughter, Kelsey and even more time trying to keep her one-year-old son Brodie from taking apart their house piece by piece.

Susan says her interests are eclectic, but one ambition persists: to learn to play the piano....well.

\$ CANADA SAVINGS BONDS \$

TO ALL REGULAR EMPLOYEES:

The new series of Canada Savings Bonds goes on sale shortly and the College is pleased to offer regular employees the opportunity to purchase these bonds on the Payroll Savings Plan. This is a very convenient way to save through regular installments deducted automatically from each pay cheque. Specific details and application forms will be distributed shortly.

HEALTH EDUCATION CENTRE MOVE

The faculty and staff from the Community Programs and Services Division, Health Education Centre, have moved from the 2300 field base to the 1300 field base.

The new telephone number is 520-5476. Rose Marie Fournier - General Health Programs is located in Room 1346, Local 5346. Geraldine Murphy - CPR/First Aid Programs is located in Room 1344, Local 5344. Cathie Bissett - Perinatal Program is located in Room 1342, Local 5342. Gloria Somerville - Clerical Assistant for the Health Education Centre can be reached at 520-5476 and she is located in Room 1300 reception area. Helen Gilbertson - Perinatal Program Registration can be contacted at 520-5474 and she is located in Room 1333. Lynne Wilson - CPR Program Clerical Assistant is located in Room 1335 and can be reached at Local 5335. Come and visit us, if you can find us! We are in with the Physical Education faculty and the Centre for Enterprise Development.

STUDENT FINANCE - DIRECT TELEPHONE LINE

The Student Finance Office now has a direct line for off-campus calls: 520-5487.

Our new local for on-campus calls is 5487 replacing our previous local 2714.

Our other locals remain the same:

Patty Lewis, Student Finance, Local 2712

Wendy Watt, Student Finance, Local 2715

Patty Lewis

BASKETBALL

Accolades for two more of Richard Norman's basketball players... Mirjana Jurcic and Roslyn Bowers are both playing varsity basketball at McGill University this year. We wish them well!

CAFETERIA CLOSURES

The Lower Cafeteria will be closed on the following dates for conferences: October 29, November 13, November 20, 21, December 3, 4.

Terry Leonard

UPCOMING EVENTS

TUESDAY, OCTOBER 27 - 14:00

Student Recital - FREE
Performance Theatre, Rm. 4100

THURSDAY, OCTOBER 29 - 12:00

Noon at New West - FREE
RECITAL - Eckart Seeber, piano
Performance Theatre, Rm. 4100

THURSDAY, OCTOBER 29 - 12:00

Literature Live!
Roch Carrier - Readings by novelist and short story writer - rm. 3417

TUESDAY, NOVEMBER 3 - 14:00

Student Recital - FREE
Performance Theatre, Rm. 4100

THURSDAY, NOVEMBER 5 - 12:30

Noon at New West - FREE
Recital - Arthur Wiebe, tenor
- Temple Sinclair, baritone
- Henry Waack, piano

TO NOVEMBER 3

Laurens Lee Exhibit
Paintings and Prints
Theatre Foyer Gallery and Library



Athletics & Intramurals

(604)520-5400 700 Royal Ave., New Westminster, B.C.

Mall: P.O. Box 2503, New Westminster, B.C. V3L 5B2

October 20th, 1987

Douglas Wins B.C.C.A.A. Golf Title

The Douglas College Golf Team continued its impressive form in Nanaimo this past weekend and captured the 1987 B.C.C.A.A. Golf Championship. After the initial 36 holes played at Kamloops on October 3rd and 4th, the Douglas team enjoyed a 6 stroke lead over Cariboo College and a 10 stroke lead over Malaspina College. After Completion of the first eighteen holes at Nanaimo Golf & Country Club last Saturday, Douglas had stretched its lead to 20 strokes over Malaspina and a whopping 30 strokes over Cariboo, with Selkirk College, Royal Roads Military College and Cariboo B even further back. Bob McCusker of Douglas shot a 73 on Saturday to record the lowest score of the day in windy conditions.

On Sunday the Douglas team comprised of Bob McCusker, Jamie Ivers, Jim Faraday and Craig Cruickshank continued playing steady golf to win the championship with ease. Bob McCusker won the individual title for low gross over the 72 holes with a score of 305.

The final team standings and scores were:

Douglas College	972
Malaspina College	990
Cariboo College	1015
Selkirk College	1125
Cariboo B	1130
Royal Roads	1305

Next year the championship will be extended to 144 holes and it is anticipated that Capilano College and Vancouver Community College will be entering teams.

The Douglas team will be playing in two college tournaments in Washington in the Spring.

1987 FALL SEMESTER

GROUP ADVISING SESSIONS SCHEDULE

OCTOBER 26 - 30, 1987

All sessions start promptly at times advertised and are approximately 1½ - 2 hours in length. Sessions are free, pre-registration is not required. All sessions are held at the New Westminster Campus unless stated otherwise.

Long Term Care Aide Programs
(Basic & Upgrading) and
Home Support Worker
Training Program

Monday, October 26
1000 hours
Room 3417
Amanda

First-Year Arts - University Transfer
Including Major requirements, and
pre-entry requirements for Social
Work

Monday, October 26
1400 hours
Room 1811
Lorraine

Community Social Service Worker
Program (full-time & part-time)
and Therapeutic Recreation Technician
Program (full-time & part-time)

Tuesday, October 27
0830 hours
Room 3412
Lorraine

Education - University Transfer
University of B.C.
(Elem. and Sec.) B.Ed.

Tuesday, October 27
1000 hours
Room 2221
Amanda

Nursing
(General, Psychiatric)

Tuesday, October 27
1400 hours
Room 2804
Amanda

Co-operative Education Program

Wednesday, October 28
1700 hours
Room 2804
Georgina

Criminology Programs
Certificate and Diploma

Thursday, October 29
1000 hours
Room 1803
Linda

Business Management Programs
Certificate and Diploma

Thursday, October 29
1400 hours
Room 2219
Linda

NEW AUDIO-VISUAL ACQUISITIONS

FALL 1987

Discussion in Bioethics Series:

The Old Person's Friend VHS 13 mins.

This tape describes how an elderly woman, bedridden and with a history of strokes, refuses medical attention and creates a dilemma for the hospital staff.

Who Should Decide? VHS 14 mins.

Joanne, a victim of spina bifida, discovers that her unborn child has the same disease and will, at the very least, be confined to a wheel chair like her mother. A decision whether to terminate the pregnancy or not must be reached quickly.

Environment: One World Series VHS and booklet 30 mins.

This program deals with environmental disasters, both natural and man-made, focusing on the human-caused problems of land, water and air pollution, and outlining practical steps to reducing environmental damage.

Evolution: Understanding the Earth Series VHS 60 mins.

Through examining rocks, this program traces the likely development of the Earth's atmosphere from five billion years ago. It suggests steps involved in the development of life from an atmosphere composed of volcanic gases. It also shows the variation in the species on the Galapagos Islands and how this stimulated Darwin's ideas of natural selection.

Face of the Earth (Earth Science and VHS 17 mins.
Geology Curriculum Series)

This video explores the origin of our planet's outer layer, the why and how of its mobility, and shows close-ups of surface activity.

Fighting Fat VHS 28 mins.

North America's preoccupation with dieting is examined, including the determinants of body weight, the dangers of crash diets or too much weight, and the role of exercise in keeping trim.

APPLICATION PROCEDURES

The Douglas College Foundation is pleased to announce guidelines for 1987 grant submissions.

Applications will be accepted from College departments for review by the Board of Directors in December. Notification of final approvals will be made in mid January. Proposals must be in the Foundation Office by November 6 in order to be considered at this review period.

General Guidelines:

1. All proposals must further the goals of Douglas College in meeting the needs of its students and the communities it serves.
2. Grants of up to \$500 will be considered.
3. All successful proposals must be completed in the calendar year that the grant is received, and must not require multi-year funding.
4. If Foundation support does not cover all proposal expenses, additional funds must be secured before the Foundation grant will be released.
5. Successful applicants must provide the Foundation with a final report on their activities.
6. The decision of the Foundation Directors is final.
7. These guidelines will be reviewed by the Board annually to determine their appropriateness.

Proposal Format

1. Name of person responsible for the proposed project.
2. Nature of project, including specific objectives.
3. Management plan, including time-lines.
4. Details of other individuals or groups co-operating and/or co-sponsoring the project.
5. Relationship of the project to department/college goals.
6. Total project budget.
7. Support from other sources.
8. Amount requested from the Douglas College Foundation.
9. Names of referees or other persons who may be consulted about the project.

Applications should be submitted to the Foundation Office in Room 4800A.

Mr. William L. Day,
President,
Douglas College

Mrs. Patricia E.M. Disher
Douglas College
Support Staff

Mr. William R. Emerton,
Partner
Touche, Ross & Co.

Mr. Muriel S. Evers, C.M.
New Westminster, B.C.

Mr. Raymond W. Godin
National Accounts &
Marketing Manager
Neptune Food Suppliers

Dr. D. John Hopkins,
Veterinarian
Maple Ridge

Mr. Chris L. Johnson,
Faculty Member
Douglas College

Mr. Peter Legge,
Chairman,
Board of Western Canada
TV Week Ltd.

Mr. M.H. (Bill) Morley,
Bursar
Douglas College

Mr. George Mussallam,
President,
Mussallam Chev.-Olds,
Cadillac Ltd.

Mr. Peter W. Webster,
President,
Petwyn Investments Ltd.

Mr. I Keith Wilson
Douglas College
Student Society

MEMORANDUM

October 15, 1987.

TO: DOUGLAS COLLEGE BOARD
FROM: W. L. DAY
RE: PRESIDENT'S REPORT

A. External Matters - Municipal

Work is continuing on reaching a final resolution to the question of access to adequate long term parking near the College. I am hopeful that the matter will be resolved within the year.

The Board will be interested to know that as the result of a Canadian Jobs Strategy program operated through Community Programs & Services last year, work is proceeding on the creation of a producer's co-operative in New Westminster, through the New Westminster Economic Development Association, and with the assistance of the Enterprise Development Centre.

B. External Matters - Education

On September 18, I visited Victoria with the other executive members of the Council of Principals, to discuss current developments in operating capital, forecasts of operating funds available to the colleges and institutes, and the question of student demand as evidenced this Fall. Operating capital will be in short supply this coming year, and it appears that the most likely forecast for operating funds is that roughly the same level of funding will be available next year as this year, although there is absolutely no hard evidence as yet on the matter. The problem of heavy registrations in certain institutions has drawn the attention of the Minister and Cabinet, as well as officials in the Ministry.

During September, two "environmental scan" documents were completed, under the auspices of Douglas College. The first was one for the province as a whole, and the second one related specifically to Douglas College. Both documents reflect well on the institution. I would like to pay tribute to Gerry DellaMattia's leadership in this project, and to our contractor, Robert Cowin.

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October 15, 1987.

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On September 25 and 26, a consultation was held at SFU on future directions in post-secondary education. Douglas College was well represented by administration, faculty, and students. The concerns of that consultation will be carried to the Saskatoon Conference later this Fall, at which time the National Forum will convene.

The Council of Principals met on September 28 and 29 in Cranbrook, and again spent a considerable amount of time discussing the pattern of student enrollments throughout the province. It is clear that there was considerable variation between institutions throughout the province, with the area of heaviest apparent student unmet demand being found on the lower mainland.

A considerable amount of time was spent discussing local economic development and the appropriate relationships of community colleges to these activities. Douglas and East Kootenay Community College were referred to as models.

C. Internal Matters - Education

Gordon Gilgan has informed me by telephone, that the "sales trip" to Japan, Okinawa, and Korea, has been going very well. Our colleagues at Momoyama University in Osaka have done an excellent job of setting up arrangements in Korea with a sister institution.

The College Education Committee has nearly completed a exhaustive review of education policies of the College, which has taken almost a year to complete. As a result of this review, solid work is being carried out on a number of contentious areas, such as communications, and elective policies.

D. Internal Matters - General

The College Foundation executive met on September 17, to review activities to date on the current capital campaign. Mr. Peter Webster has assumed the Chairmanship of the Foundation, and I am pleased to announce that Mr. Ray Godin, a former student of Douglas College, is now Vice-Chairman of the Foundation. I would like to pay tribute to the enthusiastic work of Mrs. Myrna Popove, of the College Board, as a volunteer on the campaign.

The Fall Graduation was held on October 8th, in the upper cafeteria. Because of shifts in scheduling the Spring Graduation, this graduation was small, but well attended.

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TO: DOUGLAS COLLEGE BOARD

October 15, 1987.

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Our monthly Management Forum meeting on October 13, reviewed a number of proposed procedures for handling staffing requests through Management Committee and the Personnel Office. The current round of approvals for new faculty and staff, both regular and temporary, has shown the need to pay some attention to improving our internal processes of approval and hiring.

Time has been spent in following up on post-registration problems of students from outside the College region, who were unable to secure satisfactory programs. Trish Angus, Gerry DellaMattia, and I have been working together on this matter.

E. Internal Matters - Personnel

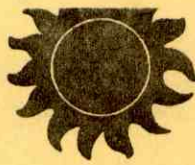
A major review of management compensation and pay differentiation is all but completed. I expect to be able to recommend an appropriate package to the Board at its next meeting.

Negotiations with the Douglas/Kwantlen Faculty Association have formally recommenced, via the exchange of proposals calculated to expedite an agreement.

There are no outstanding third stage grievances at this time.

The Board should be aware of the fact that its secretary, Gena Ballantyne, has chosen to celebrate her birthday by taking minutes this evening without interruption for 3 hours. This reflects well on her system of values. It also warrants us standing and singing Happy Birthday.

WLD/gb



BRITISH COLUMBIA LIBRARY ASSOCIATION

The BCLA Executive is opposed to the general climate of censorship that is on the increase in Canada.

The BCLA is a provincial non-profit organization representing 700 librarians, information specialists, and others interested in the development of high standard library service.

We are opposed to censorship and committed to the defense of intellectual freedom, being convinced that censorship deprives the public of "access to all expressions of knowledge and intellectual activity" as embodied in the Charter of Rights and Freedoms.

Bill C-54 will have a serious impact on the social climate in Canada as a result of the sweeping definition of pornography including:

- criminalizing and stigmatizing public representation of sexual conduct which is both lawful and positive
- violating current consensus that everyone has right to private viewing of sexually explicit material
- failing to distinguish between healthy sexuality and sexual exploitation, abuse, and violence
- failing to distinguish between children and adolescents
- criminalizing/stigmatizing lawful sexual conduct for adolescents at certain ages under 18
- proposing criminal sanctions against depicting or describing someone as under 18, and when someone simply "appears" to be under 18

It also sanctions against exercise of free speech. For example:

- authors/artists dealing with children and adolescents in a sexual context, or with sexual violence against women would be subject to criminal charges

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- curtailment of free speech through criminal sanctions for inciting, promoting, encouraging, or advocating any prohibited conduct

BCLA is also concerned about the effect on libraries of those sections which state that anyone may be found guilty of an offense who "possesses for the purposes of distribution" matter deemed to be pornographic under the Bill, thereby imposing a threat to any librarian who possesses for purposes of distribution any material found to be erotic under the vague definitions of Bill C-54. Other provisions of this Bill could result in library collections being separated into material for patrons "over 18" and "under 18" and staff under 18 no longer being able to work in large areas of the library.

An example of the current climate of censorship is the treatment of the Little Sister's Bookstore and Art Emporium where books that are commonly found in libraries are refused entry to Canada. We protest this treatment and urge the removal of these censorship powers from Canada Customs.

CONTACT:

Brian Campbell
Chairman
Intellectual Freedom Committee
B.C.L.A.
Bus.: (604) 665-3579
Res.: (604) 254-1803

BC:dj
0082x
September 17/87

NEW POSTING

DOUGLAS COLLEGE

JOB DESCRIPTION

FACULTY PROFESSIONAL DEVELOPMENT CONSULTANT

This is a temporary half-time position. Reporting to the Dean of Educational and Student Services, the incumbent will be responsible for a variety of duties related to the identification of the professional development needs of individual faculty and faculty groups, for the provision of direct, confidential consulting services to individuals or groups and, where necessary, to obtain resources from outside the College for those services. The incumbent will also act as a resource person for the College Professional Development Committee. The incumbent will not participate in any formal faculty evaluation, but may be involved after an evaluation has indicated a need for developmental activities.

Note: This position is a half-time secondment for the period January 1988 to June 1989

DUTIES:

1. At the request of individual faculty (or groups of faculty), to provide confidential assistance with instructional matters, including problem identification and definition.
2. To assist faculty to develop personal professional development plans, to address identified problems, or personal, department or college needs/desires.
3. Where appropriate, to provide direct assistance to faculty to deal with defined problems, or identified professional development priorities (e.g. instructional or teaching skills, student evaluation techniques, test construction).
4. Where appropriate, to refer faculty to colleagues or other resources to deal with the defined problems or identified professional development priorities.
5. To attend College Professional Development Committee meetings, to participate as an ex-officio member of the Committee, and to make recommendations regarding professional development activities.

6. To foster professional development awareness through a regular column of the MAD HATTER, and through other means. Such activities to include promotion of professional activities, both internal and external to college, book and other resource reviews, and other awareness and promotional activities.
7. To act as the institutional liaison/contact person for provincial or national organizations dealing with professional development.
8. To develop as resource of professional development materials and information for use of faculty.

QUALIFICATIONS

1. Minimum 3 year full-time, regular faculty status at Douglas College.
2. Knowledge of the theories of adult learning and their application to the College environment.
3. The demonstrated ability to work with faculty colleagues both on a one to one basis and with groups.
4. Very strong interpersonal communications skills.

INDIVIDUALS INTERESTED IN THIS POSITION ARE REQUIRED TO SUBMIT A CURRENT RESUME TO THE PERSONNEL DEPARTMENT BY NOVEMBER 6, 1987, QUOTING COMPETITION #87-042.

October 8, 1987

CONTRACT FACULTY

We require an individual to develop a curriculum for a course on Human Rights in Canadian Society. Working under the supervision of a steering committee, the candidate will be expected to serve as a resource person within the College to facilitate curriculum enhancement in various disciplines, to act as a co-ordinator for workshops/seminars within the College on the topic of human rights, and to carry out other duties related to course development (e.g. liaison).

Please apply in writing, quoting competition #87-041F prior to October 30, 1987, with a detailed resume, transcripts and references to:

DOUGLAS COLLEGE
Personnel Department
P.O. Box 2503
New Westminster, B.C.
V3L 5B2

STAFF MEETINGS: the animals within

By Frances W. Norwood
and Annette Vincent Nunez

(In the following condensed article, the authors, respectively a business communication and business education professor, examine the different personalities likely to appear at staff meetings. Professionals tend to become animal-like there—different types of animals, as we shall see.)

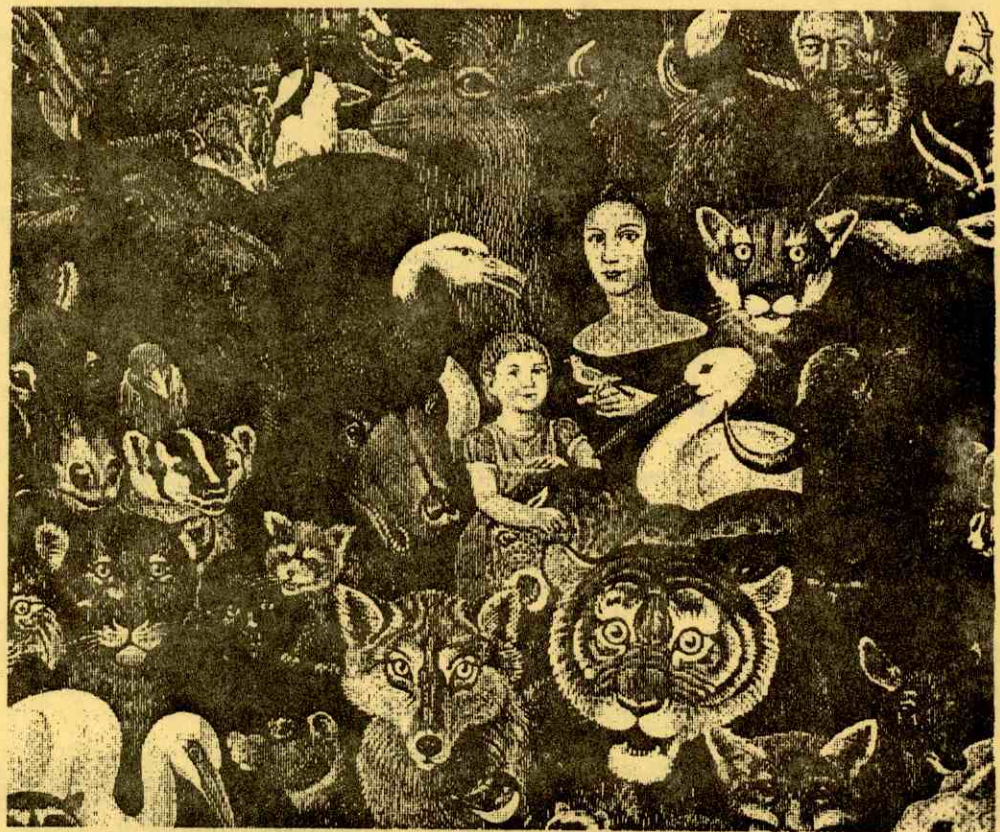
First among the animals comes the Bull, who charges to attack another person or that person's behavior. He considers victims inferior; relishes power; and may also be abusive, abrupt, intimidating and overwhelming. The manager dealing with the Bull should let him speak to let off steam; firmly get his attention; invite him to sit; present his own ideas forcefully; refuse to argue; and be as friendly as possible. The Bull is probably frustrated.

The Snake enjoys blending with his surroundings—then strikes, intimidating and overwhelming his victims. Management techniques for dealing with this temperament include bringing problems into the open; involving the group; dealing with hidden problems through such devices as suggestion boxes.

The Cheetah indulges in sudden fearsome attacks (of temper), often an automatic response to a threatening situation. This technique, early learned, attempts to deal with fear and helplessness. The manager must try to allay the Cheetah's fears; build his confidence; stop the interaction and seek an opportunity to talk to him privately, later.

The Macaw likes to chatter; sometimes effectively, sometimes pointlessly. He feels genuinely powerless. The manager should use eye contact, giving the Macaw a feeling of importance and being the focus of attention. Do not respond immediately to the Macaw's complaints; weigh the pros and cons; ask for the facts; and get the complaint in writing.

The Ostrich's time-honored reaction avoids both himself and others. Sensitivity and shyness are his likely characteristics but do not necessarily mar his value. The Ostrich may be highly intelligent and efficient. Get him talking. Conclude the discussion with an open-ended question; then listen at-



In their working lives, humans present a veritable menagerie of behaviors

tentively. If the Ostrich is still silent, try again later.

The Cub seems friendly, cooperative, in agreement with word and deed. But he may be dissembling. He wants to be liked and will promise anything for approval. Cubs try to make you smile. All this is good if the Cub's feelings are genuine; but who can tell? The manager should let the Cub know he can be honest; try to get honest answers by quoting prior experiences as yardsticks. Jokes may reveal the Cub's hidden and (franker) feelings.

The Hyena's blood-curdling laugh can demolish others' motivation. The Hyena believes that any action by another is not worthwhile; that it's failure-prone. He enjoys communicating these negative feelings and seeing others wilt. The manager must intervene, before or after negativism, and give a positive view. The manager faced with a Hyena must show determination to act and be successful. Remember that everyone can be negative; control a like tendency in yourself.

The Rhinoceros is strong, knowledgeable, sometimes overbearing; holds a know-it-all attitude. His ideas are good—yours unimportant. He detects errors in an instant. Be certain of facts when presenting them to a rhino. Disagree by using questions: the

disagreement is less obvious.

The Peacock pretends to be an expert, strutting all the answers. He may be partially correct, enough to influence others. Allow him his dignity; state facts diplomatically; be aware that his information may be faulty.

The Turkey cannot make decisions. He is usually pleasant but hopes a decision will not be required. If action depends on him nothing gets done. The manager should talk through the decision-making process; why is the decision difficult? He should show the Turkey that ideas are worthwhile, emphasizing the need for decisiveness.

Finally in the meeting's zoo comes the Beaver, hard-working, eager to do extra work, fond of the company, supportive of management. But he may be too perfect, and undercompensated in the matter of salary. Avoid favoritism when dealing with a Beaver; refuse to exploit a Beaver; see that he is fairly rewarded and perhaps counsel him to put more energy into personal relationships.

Animals may change categories. Managers, their trainers, must be ready to shift techniques in an instant. With a knowledge of his animals the manager/trainer can anticipate difficulties. The technique can be extended, of course: the staff may look at the manager to see what type of animal he is—and how best to "train" him!

Successful Participation Strategies

Try these tactics when you are asking students questions:

1) Start asking questions early in the course. All sorts of norms as to acceptable and unacceptable behavior in a given course get set during those first few class sessions. If students learn they can wait you out, by silence convince you to answer your own questions, they will try hard to make you do that during the rest of the semester. But if you refuse to cave in (or do so only on rare occasions with magnificent protestation), you convey the message that you take questioning seriously and are determined to get answers.

2) Wait for the answer. We suspect most faculty don't. There is evidence that elementary teachers wait on the average about one second. That same research documents that when wait time increased to between three and five seconds, length of responses increased, failures to respond decreased, and frequency of student questions increased, among other findings. Obviously, we must be cautious when generalizing these findings to university faculty, but for verification we encourage you to check yourself and others you might observe teaching. Granted, the silence seems long, awkward and uncomfortable, but endure it. Wait patiently, smile, relax, and look as though you believe with all your heart that someone will help you out.

3) Ask only one question at a time. Sometimes in an effort to generate a response, instructors attempt to clarify a question by rephrasing it. That's fine so long as the question remains the same. Often it does not. We have a great example on videotape where in the space of 28 seconds an instructor asks four questions. Upon writing those questions down word for word, we discovered substantive differences. Students do not understand that an instructor will take an answer, any answer. They feel confused because they can't figure out what the instructor wants.

4) Don't answer the question, or do answer only in the most desperate of sit-

uations. Look at it from a student's perspective. If you can get the answer straight from the horse's mouth, then you can dutifully record it, confidently knowing that you have the right answer. Students will wait a long time in exchange for this kind of security.

Try these tactics when you're dealing with student answers to your questions:

1) Praise right answers. Don't make a big deal over the student; that will cause embarrassment in the presence of peers. But praise the answer. "That was a good connection you drew between the historical and political implications." So often, really commendable student efforts get little more than a token "yes."

2) Be careful responding to wrong answers. Don't be dishonest by pretending the answer is right when it is not. Some instructors do this by not dealing with the answer. They comment, "Interesting. Anyone else have an idea?" Upon hearing the desired answer, the instructor then responds. And so, "interesting" becomes a polite way of saying "wrong." We advocate more direct honesty, but at the same

time admonish instructors to beware. Students feel vulnerable when they answer in the presence of the professor and their peers. Even slight nuances in tone of voice or facial expressions can be devastating put-downs. Most professors don't call answers or students stupid, but many communicate that that's precisely what they think about an answer and the individual who offered it. Be assured that if you put students down, you will watch participation levels plummet -- guaranteed!

3) Encourage more than one answer. Do that by not commenting on every student comment. No law says that for every student comment, there must be a response of equal (if not longer) duration. Collect a number of student comments. Condense and combine them, relating portions to each other.

4) Encourage a variety of students to participate. Occasionally one student (sometimes more than one) loves to participate. Ask a question, any question, and you can bet on her hand being first in the air. You and the class grow weary. Confront the student -- preferably in private

The silence seems long, awkward and uncomfortable, but endure it. Wait patiently, smile, relax, and look as though you believe with all your heart that someone will help you out.

-- with a clear statement of your concern. Explain that you greatly appreciate her willingness to participate, but that other students feel intimidated by her eagerness. You want to encourage them to participate, and if she'll exercise restraint on occasion, you'll be able to stimulate full class participation. ☐

Fielding Questions

Equally important in cultivating increased participation are strategies for answering student questions. Sometimes they ask questions that aren't easy to answer. Consider these examples:

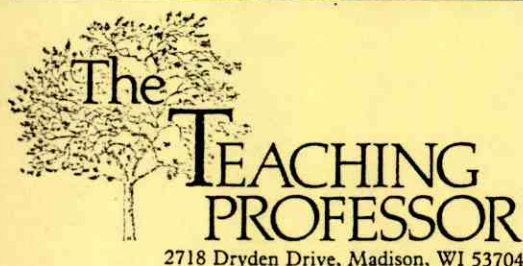
The question you can't understand. Ask the student to repeat or rephrase the question. Don't be afraid to admit that you don't understand. Be sure you don't imply you think it's a silly or stupid question. If you continue not to comprehend, enlist the aid of the class, or apologize to the student and suggest you need to tackle the question after class.

The question that is irrelevant, not bad but just inappropriate at this time in the course. Recognize the intrinsic value of the question when responding to the student, but don't get the class off track by answering it now. If you can legitimately consider it later in the course, tell the student when to expect an answer. Be sure to jot down the question and do your best to provide the answer when you said you would. You get even more points on that day if you can look at the student and say, "Bill, remember that question you asked about heat transfer in cast iron? I can give you the answer now."

The question you don't know the answer to. It's tempting to fake it, satisfy the student with fine-sounding terms and vocal authority. Don't. Be honest. No law decrees teachers must know answers to every question. You look human when you admit that, even in your field of specialty, some things you have yet to learn. You set an example when you return to class with reference materials that contain the answer. Better yet, involve students in your search. Invite them to the library to track down the answer with you.

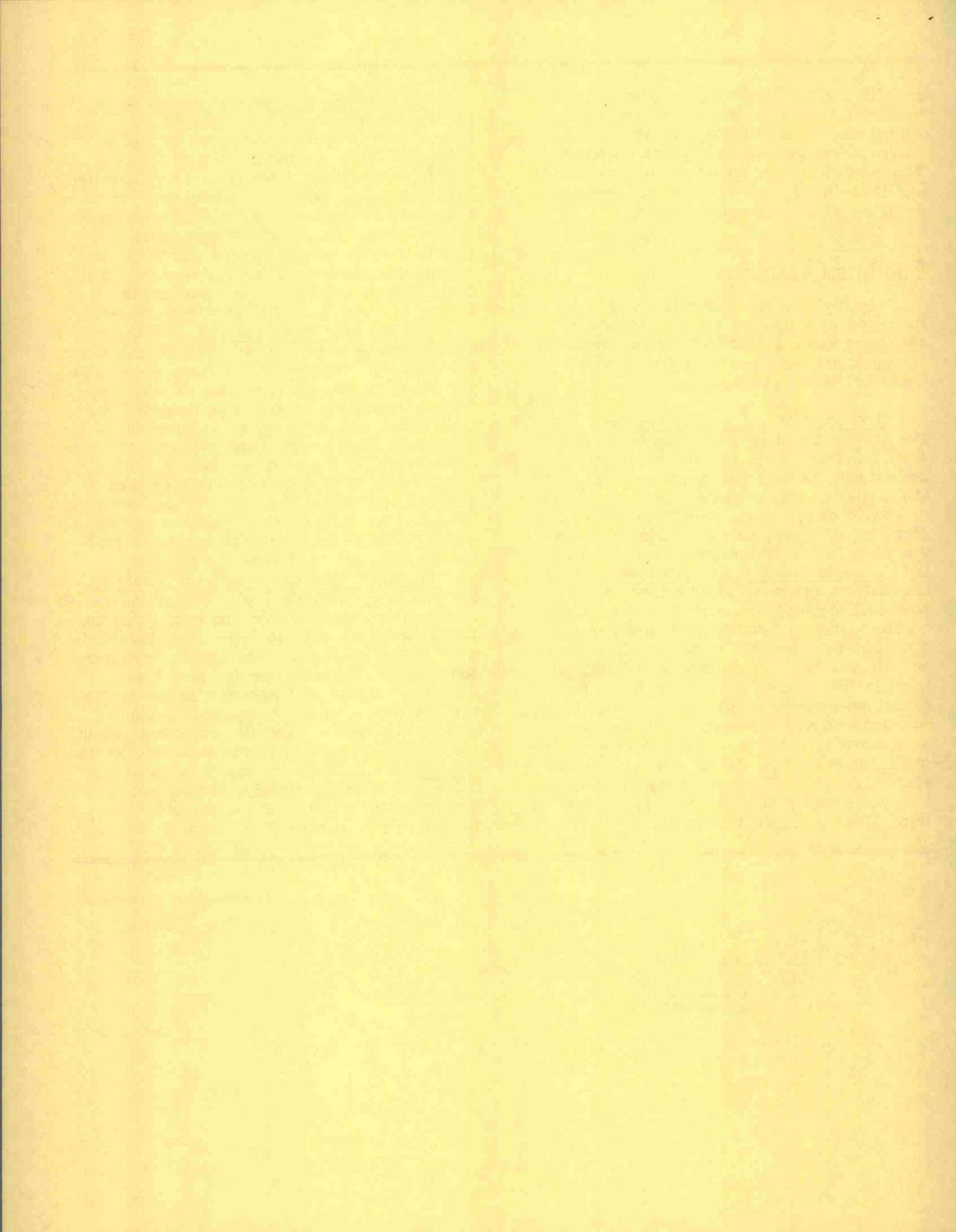
The question that is stupid. There are some, despite what you may have heard. Take, for example, the student who asks a question you spent 15 minutes answering in class yesterday -- and the student was in class. Or, the student who asks you to solve problem X when homework assignments for the past three nights included problems (and solved examples) of this very type. Is it right to take valuable class time to answer for one person in class what 85% of everybody else present already knows? No. Tell them where to find the answer, but don't take the time.

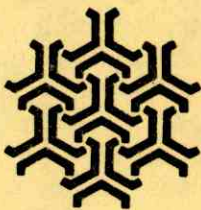
Questions that challenge your authority. For example, "Why do you make the quizzes so hard in this course?" "Are you ever going to tell us what we need to know from the reading?" These questions invite you to lose your cool. Don't. Stay calm. Smile, give the student as honest and reasoned an answer to the question as you can. Frequently such questions reflect a much deeper protest about the way things happen in the academic world. Politely decline the opportunity to debate. Settle the matter privately. Playing out professor-student altercations in public involves risks -- even if you win. ☐



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TRANSITIONS: FROM THE CLASSROOM TO CONSULTING

Imagine your college or university offering a graduate-level course designed to help you do outside consulting work. The course is free, offered in-house, approved by administrators and the union, and applied toward salary lane movement. Is this a dream? Not at the College of Lake County (CLC).

In the fall of 1984, our Vice President of Educational Affairs sanctioned and funded the Professional Growth Center (PGC) to organize activities which would improve and enrich faculty's level of instruction. Within the last three years, the PGC has developed and offered a range of courses from Computer Literacy to Writing Across the Curriculum and Critical Thinking. Ten different faculty have taught more than two hundred of their peers.

In the spring of 1986, the position of Instructional Consultant (IC) was established to assist in developing an overall strategy for achieving instructional excellence, identifying specific techniques for enhancing classroom instruction. An IC's responsibilities include building a collection of literature and media for an approved focus of study, conducting a needs assessment for the proposed study, sharing skills and expertise with faculty and staff, assisting in identifying instructors using innovative techniques, and helping to produce a catalog of instructional ideas and materials.

Candidates for IC are identified through application or nomination. Each must be accompanied by a recommendation from the appropriate Dean. The PGC's Coordinator and Advisory Committee review applications, sending their recommendation to the Vice President of Educational Affairs for final approval.

Last fall, I was selected as IC. My focus of study was to develop a partnership model for uniting CLC's faculty with local business and government resources. Specifically, I would target commonalities, areas of shared interest, and mutually beneficial junctions. Strategies to develop the proposed model would include surveying faculty to determine their partnership needs, contacting business and government agencies to identify areas of expertise and willingness to participate, construction of a "Faculty Guide to Local Business/Government Partnerships," and distribution of the guide with explanation as required. What does this partnership model have to do with the title of this abstract, "Transitions. . ."? That's the curious part; read on.

A questionnaire (What can local business/government do for you?) was administered to one hundred seventy full-time faculty during faculty orientation week. Twenty-four percent (n=41) responded. An analysis of the responses revealed an extraordinary demand for consulting work. Here was my dilemma. Should I reconsider my original proposal? I'd have to start again from square one: confirming the need, assessing administrative support, resubmitting my refined proposal to the PGC. Besides, this course would be different: satisfying faculty's *economic* needs. I thought: More work?,\$?!!

Square One: contacting seven key administrators to assess their support for a refined PGC course that would better prepare full-time faculty for outside consulting work, while enriching their classroom presence. The highest ranking administrator expressed support for the course, if it were aligned with the mission of CLC's Center for Economic Development as well as relevant union and college guidelines.

I submitted a refined proposal, along with a report on the enthusiasm level of key administrators, to the PGC's Advisory Committee. After a personal presentation to the committee, "Transitions: From the Classroom to Consulting," was born: a course designed to help full-time faculty find, negotiate, and complete outside consulting assignments which were personally, professionally, and economically rewarding and consistent with union guidelines regarding outside commitments.

Literature was reviewed; relevant trade associations were contacted. All faculty expressing an interest in consulting work on the questionnaire were contacted for specific input. This research, plus my industrial experience planning, researching, and developing educational programs, provided the course's infrastructure.

"Transitions . . ." broke down into five instructional units: marketing, demand analysis, professionalism, special considerations, and face-to-face contact with practicing consultants and prospective clients. The



marketing units consisted of presentations on developing a skills inventory and promotional strategy, consideration of the College's Center for Economic Development as an alternate channel of distribution, and preparing pricing/collections policies. The unit on demand analysis included a session on spotting opportunities and developing client dependency as well as how to apply for government and private grants. Professionalism centered on imaging and interpersonal relations. Special considerations covered legal and insurance issues, marketing CLC, and resources. Two sessions were devoted to panel discussions with practicing consultants and prospective clients from government, industry, and education.

Faculty were required to complete three written assignments from a list of twelve options (one for each of the presentations) and a written course evaluation. No credit was granted to anyone missing more than one class or failing to complete the written assignments. Each class lasted two hours from 3 p.m. to 5 p.m. on Tuesdays and Thursdays during February and was divided into two equal segments with one short break. The two sessions with practicing consultants and prospective clients were each two hours with refreshments.

It was immediately apparent to me that I was not the best person to teach any of the five major units or twelve subunits. My role was facilitator: staffing, coordinating, and attending to the administrative details including prep with each presenter, reminders, introductions, thank you notes, certificates of appreciation, refreshments, and evaluations. Nineteen people, most from outside the college, made presentations. Each presenter developed and distributed an outline of the topic for consideration. Our reference librarian, who presented the unit on resources, developed a 100+ page bibliography. All offered their services *pro bono* with one exception. A CPA/attorney received \$50 for each of two presentations.

Twenty-three faculty, representing a range of consulting interests from nursing to business ethics to welding, enrolled in the course which was promoted in a series of three graphic flyers put in faculty mail boxes. Each flyer stressed the course's economic payout: for example, "What's Professor Einstein's formula for succe\$\$?" and "Thinking about cruising in the fast lane?" "Answer: Transitions . . ."

Positive comments about the course in written evaluations stressed its pace and organization, the variety of topics and presenters, practical applications, and the opportunity to challenge preconceived notions about consulting. Negative reactions included the irrelevance of the written assignments, traditional classroom environment, and relative quality of some of the presentations. Suggestions for improving the course included scheduling the sessions at alternative times, more information about marketing yourself, offering an annotated bibliography, increasing the course's length, and bringing back graduates of the course to discuss its practical benefits.

Thirty-eight percent of the respondents said they would use CLC's Center for Economic Development to secure consulting work, while forty-three percent answered they planned to secure consulting assignments on their own. One hundred percent of the respondents said they would recommend the course to other CLC employees: *the bottom line!*

This semester CLC's IC, an instructor from our Engineering/Math/Science Division, is working with faculty to design and write demonstrations and lab experiments in the field of Microcomputer-Based Laboratory Systems (MBL). These systems utilize the microcomputer's measurement and data analysis capabilities, while reducing the drudgery of taking and analyzing data. His work includes developing computer hardware and software for use in the measurement of camera shutter speed in our photography classes and redesigning hardware and software for use in monitoring CLC's solar collector.

PGC's future plans include adding two new IC positions in the Fall term, developing mini-research grants for faculty, and preparing streamlined packages for individualized instructional development.

"Transitions . . ." has been invited back for an encore!

James Paradiso
Business Instructor

For further information, contact the author at the College of Lake County, 19351 W. Washington, Grayslake, IL 60030, 312-223-6601, Extension 525.

Suanne D. Roueche, Editor
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